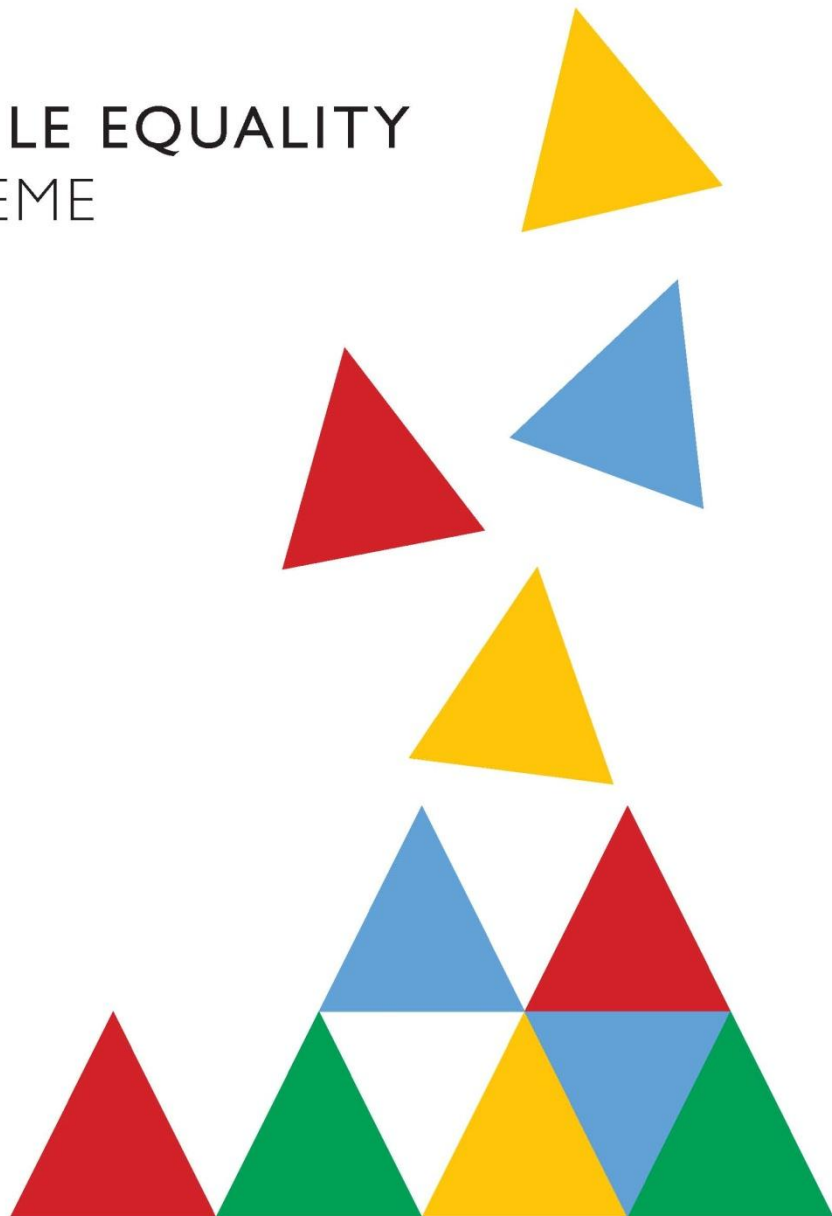


# SINGLE EQUALITY SCHEME



# Kingston College

## Single Equality Scheme and Equality Action Plan

### Foreword from the Principal

Kingston College affirms that individuals are entitled to the same equal rights, responsibilities and opportunities. The College strives to ensure that all individuals are equally valued and everyone treats each other with respect.

Equality of opportunity is fundamental in enabling us to achieve our mission and in promoting success for all our learners. Kingston College is an inclusive organisation and does not tolerate discrimination on any grounds, believing it is essential that all members of the College community feel valued and are able to fulfil their potential.

Kingston College takes account of its legal obligations under UK legislation on race and disability to ensure equality of opportunity. The Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005, and the Equalities Act 2006 all place responsibilities upon the College and its staff to promote equality.

We strive to be a fair organisation, one where everyone accepts the differences between individuals and values the benefits that diversity brings and how it enriches the College. This Single Equality Scheme (SES) should ensure that we meet these duties, by bringing together existing equality schemes and action plans into one cohesive plan.

### The College's Mission and Values

*Kingston College aims to provide high quality and best value education and training, post-16.*

The College established core values during the academic year 2005/2006.

These are:

- Access
- Excellence
- Individuals
- Others and
- Unity.

These core values were reviewed during 2008/2009 and have been maintained.

## Strategic Objectives

The College reviews its mission and strategic objectives as part of the annual strategic planning cycle, which involves the Corporation and all other key stakeholders. The objectives underpin the College's developments and support achievement of its key priorities.

The College's key strategic objectives were last reviewed in September 2008, alongside its mission statement.

The College's main strategic objectives are:

- **Success** – striving for success in all we do
- **Satisfaction and Standards** – offering a welcoming and purposeful place in which to study
- **Stability and Sustainability** – providing a sound foundation for future development
- **Staff and Systems** – a professional workforce supported by smart systems and technologies
- **Skills** – a centre for enhancing prospects and contributing to regional economic growth
- **Surroundings** – a professional and engaging environment in which to work and learn

## **Introduction**

Kingston College's Single Equality Scheme has been developed to set out our commitment to diversity and equality and to address the statutory duties introduced by UK legislation.

In meeting its statutory duties, the College takes into account its legal obligations under the Further and Higher Education Act (1992) and subsequent equalities legislation relating to Race, Disability, Gender and Age. It also embraces regulations and guidelines relating to Sexual Orientation, Transgender, Religion and Belief.

The purpose of this Single Equality Scheme is to ensure that Kingston College operates as a college of further education with sensitivity to differences of race, disability, gender, age, sexual orientation, religion, belief, status, life-style, social background, country of origin, or any other grouping of our society.

## **Legislative Context**

The core commitment of the College is to provide fair, accessible services and equality of opportunity for all, which is underpinned by equality legislation.

Three items of legislation are of central importance to our Single Equality Scheme (SES).

These are:

- Race Relations (Amendment) Act 2000
- Disability Discrimination Act 2005
- Equality Act 2006

This legislation imposes positive duties on all public bodies to promote race, disability and gender equality in everything we do.

### **Race Relations (Amendment) Act 2000**

Under the general duty of the Race Relations (Amendment) Act 2000 to promote equality, public authorities are required to have due regard for the need to:

- eliminate unlawful racial discrimination,
- promote equality of opportunity,
- promote good relations between people of different race.

### **Disability Discrimination Act 2005**

Under the general duty of the Disability Discrimination Act 2005 (DDA), to promote equality and opportunity between disabled persons and others, public authorities are required to have due regard for the need to:

- eliminate discrimination that is unlawful under the Act,
- encourage participation by disabled persons in public life,
- eliminate harassment of disabled people that is related to their disabilities,
- promote positive attitudes towards disabled people,

- take steps to take account of disabled people’s disabilities, even where that involves treating disabled people more favourably than others.

## Equality Act 2006

Under the general duty of the Equality Act to promote equality of opportunity, public authorities are required to have due regard for the need to:

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act,
- eliminate discrimination that is unlawful under the Equal Pay Act.

In recognising that equality and diversity requires more than the promotion of race, disability and gender equality, the College incorporates the following legislation as being integral to our SES:

- Employment Equality (Age) Regulations 2006
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Beliefs) Regulations 2003
- Civil Partnership Act 2004
- Gender Recognition Act 2004

As can be seen from the above outline of the legislation regarding Race, Disability and Gender, there are common themes to the requirements they place on us. These are:

- eliminating unlawful discrimination/harassment,
- promoting equality of opportunity ,
- preparing a written Equality Policy and a Single Equality Scheme on how we will address the aims above,
- assessing the impact of our policies, practices and procedures on different groups and publishing results,
- monitoring the recruitment and progress of students and staff and publishing results,
- reviewing and revising policies and/or schemes and action plans once every three years.

The additional specific requirements for Race, Disability and Gender are summarised in the table below:

Race	Disability	Gender
Promote good relations between persons of different racial groups	Promote positive attitudes towards disabled persons  Encourage participation by disabled persons in public life  Take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons	Consider the need to have objectives to address the causes of any gender pay gap

## Other Legislation

In addition to the Acts noted previously there are other relevant pieces of legislation which impact on our work on equality and diversity, for example:

- **Age Discrimination**

- The Employment Equality (Age) Regulations 2006 outlaw age discrimination against employees (including applicants for jobs) and people applying to be students. We cannot discriminate against someone, therefore, on the grounds of their age in relation to admission, progression and graduation/non-graduation. Similarly, we cannot discriminate against people in relation to recruitment and selection, access to training and development, promotion opportunities and retirement. Staff are entitled to request to work beyond their normal retirement date and this request will be considered. Retirement Guidelines which outline the process to be followed are available from the Personnel Division.

- **Sexual Orientation**

- The Employment Equality (Sexual Orientation) Regulations 2003 outlaw discrimination on the grounds of sexual orientation in employment. Sexual orientation is defined as an orientation to the same sex, the opposite sex, or the same and opposite sex. The Equality Act 2006 widened the scope of the Regulations to cover the provision of goods, facilities, services and education. The law also covers discrimination against someone because of a perception about their sexual orientation, even if that perception is not correct.
- The Civil Partnership Act 2004 gave same-sex couples the same rights as married heterosexual couples. Legislation recognises both direct and indirect discrimination on the grounds of sexual orientation. A person who is a civil partner in a registered civil partnership of a same-sex couple should not be treated less favourably than a married person in similar circumstances. If a civil partner is treated less favourably, they may be able to bring a claim for sexual orientation discrimination under the Sexual Orientation Regulations or a claim for sex discrimination.
- The Regulations outlaw direct discrimination, indirect discrimination, harassment and victimisation on the grounds of sexual orientation. It is also unlawful to discriminate against or harass someone after the working relationship has ended. The definitions of discrimination include discriminating against someone because of their perceived sexual orientation (even if this turns out not to be the case) or because he/she is friendly with others of particular sexual orientations.
- The term 'sex' is used to describe biological differences between women and men. The term 'gender' refers to the wider social roles and relationships which structure men's and women's lives. The gender equality duty covers men, women and transgender individuals. Transgenderism or transsexualism is a recognised medical condition where an individual believes he or she was born in a body of the wrong sex.

- The purpose of the Gender Recognition Act 2004 is to provide transsexual people with legal recognition in their acquired gender. Legal recognition will follow from the issue of a full gender recognition certificate by a Gender Recognition Panel.
- **Religion or Belief**
  - The Employment Equality (Religion or Belief) Regulations 2003 outlaw discrimination on the grounds of a person's religion or belief, in employment. Religion or belief is defined as being 'any religion, religious belief, or philosophical belief'. In general, three criteria are used to determine a religion:
    - a belief in a supreme being,
    - worship of that supreme being, and
    - a group or following of people who observe the beliefs, values, customs and traditions as set down by that supreme being.

However, philosophical beliefs are much less well defined and political beliefs are explicitly excluded from the legislation. The Equality Act 2006 extended the scope of these Regulations to cover the provision for goods, facilities, services and education.

- The legislation covers discrimination on the grounds of perceived as well as actual religion or belief and the religion or belief of someone with whom the person associates.
- The Regulations outlaw direct discrimination, indirect discrimination, harassment and victimisation on the grounds of religion or belief. It is also unlawful to discriminate against or harass someone after the working relationship has ended. The definitions of discrimination include discriminating against someone because of their perceived religion or belief (even if this turns out not to be the case) or because he/she is friendly with others of particular religions or beliefs.

## **The College Context and Provision**

In 2007/2008 51% of learners were white and 43% came from black and minority ethnic groups; the remaining learners did not declare their ethnic origin. The learner population is significantly different to the local population of the Royal Borough of Kingston upon Thames.

By contrast, the proportion of white staff in the College remains in excess of 73%. 9% have declared themselves as BMEs and 12% declared as Unknown. 64% of staff are female, 36% are male and, of the total, 1% declare themselves disabled. One Governor is registered disabled (5.3%), 2 are BMEs (10.5%) and 5 are female (21%). From 2008/2009 the number of Governors will rise from 19 to 20 in order to include a second Student Governor. The College is a secure and pleasant place in which to work and its staff retention rate is high. The possibility of a swift change in the staff ethnic profile to better match the proportion of BME learners is therefore remote. However, the College has set two targets for improvement as part of its Equality and Diversity Impact measures and has made a commitment to continue working towards increasing the percentage profile of staff to BME learners.

Gender balance of female staff to male staff has consistently risen over the last four years from 58% female, 42% male in 2004/2005 to 64% female, 36% male in 2007/2008. By contrast, the balance of female learners to male learners has also followed the same trend. In 2007/2008 there were 61% female to 39% male learners.

During 2006/2007, all discrete provision for 16-19 LLDDs was brought under one management team in one Faculty. This provides greater consistency in the quality of the provision. For 2008/2009 it will be combined with 19+ LLDDs.

## **College Charter and Disability Statement**

Kingston College is committed to promoting diversity and equality of opportunity for all staff and students, as expressed in the College's Core Values and Strategic Objectives.

The College Charter underpins the College's commitment to equal opportunities and anti-discrimination. The College's Disability Statement gives full details of the support which the College can provide for students with disabilities.

The College Charter and the Disability Statement are published on the College website. They may also be found in the Student Handbook. The Charter lists the services to which learners are entitled as members of the College and it lists its expectations of the learners. The Charter also advises learners on what to do if things go wrong, and it tells them how they should expect to be treated in such an event.

The Disability Statement defines 'disability' in terms of the DDA Part IV and it covers confidentiality, admission arrangements and access. It also provides information on the support that is available to learners and it provides contact information and thumbnail sketches of support staff. Links with outside agencies and the full list of services available to support learners are also included.

## **College Policies and Impact Assessments**

The College has a generic Equality Policy that draws substantially on AoC guidance agreed jointly with teaching and organisational staff, trade unions and professional associations, at a national level.

The Policy recognises the statutory duties imposed upon the College and it lays out how the College seeks to meet its responsibilities. It also explains how the College monitors and makes public its progress towards meeting them. In common with other College policies, the Equality Policy is reviewed every three years or when there are changes to legislation.

The College has introduced a Policy Review Form to assess the impact of new and updated policies, for all College policies.

### **Impact Assessment**

- |        |  |
|--------|--|
| Step 1 | Identify your policy aims  |
| Step 2 | Consider the data and research   |
| Step 3 | Analyse the function or policy to be assessed  |
| Step 4 | Assess the likely impact of the function or policy on equality   |
| Step 5 | Consider how any adverse impact can be addressed   |
| Step 6 | Involve and consult relevant stakeholders  |
| Step 7 | Make a decision on whether to proceed with the policy or function  |
| Step 8 | The results of the impact assessments to be held by the Quality Improvement and Professional Development Division (QIPD) |
| Step 9 | Monitor and review on a continuous basis   |

Our equality impact assessment methodology is based on guidance produced around the following questions:

- Is there any evidence of a lower participation, progression or completion rate of an equality target group compared to others?
- Is there any evidence that different groups have different needs, experiences, issues and priorities in relation to a particular policy?
- Have consultations with relevant groups, organisations or individuals indicated that particular policies create problems that are particular to them?
- Is there any opportunity to better promote equality of opportunity or good relations between groups by altering the policy or working with others?

We recognise that carrying out an equality impact assessment on our policies will assist us in ensuring that College activities do not have an adverse impact on specific groups or limit our opportunity to promote equality of opportunity. The approach we have adopted will assist us in achieving our responsibilities under the RRAA 2000, DDA 2005 and Equality Act 2006.

### **Roles and Responsibilities/Committees**

The Vice-Principal (Curriculum & Quality) is the member of the Principalship who has particular responsibility for Equality and Diversity. It is the Vice-Principal's duty to keep Governors informed of changes in legislation and of developments in the College. It is

also the Vice-Principal's responsibility to put into practice decisions taken by the Governing Body in respect of Equality and Diversity.

The Vice Principal (Curriculum & Quality) sits on the College Management Board and Academic Board and informs these bodies on E&D issues. The Quality Development Manager chairs the cross-College Promotion of Equality Action Research Group and reports directly through to the Vice Principal (Curriculum & Quality). It is through the Promotion of Equality Action Research Group that the voices of minority groups are carried through the College committee and management structures.

The College Welfare Services Manager for Medical and Disability Services has the responsibility for providing support to learners with disabilities and/or medical conditions. It is the Manager's role to manage the provision of support throughout the learning experience from pre-application to exit. The Manager will liaise with tutorial and teaching staff to ensure the appropriate support is in place and will work with external agencies, for example the Surrey Physical and Sensory Support Service, to provide specialist support.

### **Data Collection, Analysis and Reporting**

A key element in the success of this scheme will be the quality of information we gather. This will provide the basis for future monitoring processes and action plans. It will give us the ability to measure our progress in relation to improving the experience of service users and staff.

The following mechanisms will be used for data collection in relation to service provision:

- Audit of publicity and marketing materials
- Disability access audit (DisabledGo)
- Student surveys and focus groups
- Review of the evidence gathered for self assessment
- Student and staff comments, compliments and complaints
- Student Data Systems e.g. QL and KCOD
- Electronic Staff Records e.g. QLP, IQR, PDR
- Staff Surveys and focus groups
- Case study evidence provided to support and share individual experiences to the Promotion of Equality and Social Cohesion Group

### **Learners**

Specifically for learners we will monitor:

- Ethnic, disability and gender profiles
- Application and conversion figures
- Retention, achievement and success rates
- Schemes of work and lesson plans
- Lesson observation and IQR reports
- Work placement satisfaction levels and equality of opportunity
- Disciplinary action
- Complaints, comments and/or compliments by learners or their sponsors
- Consultative meetings
- Student surveys

## **Staff**

Specifically for staff we will monitor:

- Ethnic, disability and gender profiles by grade and type of work
- Job applications and appointments
- Type of contract (permanent, part-time, temporary)
- Professional development
- Promotion applications and success rates
- Disciplinary actions
- Grievances
- Staff surveys

## **Public Information**

- Website
- Prospectus
- Annual Report
- College Charter
- Disability Statement
- Learning Resources Centre – copies of policies and results of monitoring information
- Reports to Governing Body
- Student Handbook/Diary
- Staff Handbook/Diary

See Appendix 1, for a breakdown of equality and diversity impact measures for 2008-2011.

## **Commitment into Practice**

- Kingston College will continue to develop procedures and practices to encourage a diverse student population and staff membership that fully participates in the life of the College. All policies, procedures and plans will be subject to a generic impact assessment to assess the impact, both positive and/or negative, of these initiatives and, where appropriate, to make modifications.
- The Dignity at Work procedure outlines how the College deals with discrimination (e.g. harassment and bullying) and recognises the fact that individuals may undergo or may have undergone various forms of disadvantage. The College will continue to work to ensure that we provide an environment that is harmonious and safe. Existing procedures to investigate and deal with racial and sexual harassment have been adapted to meet the needs of all staff who complain of harassment on any of the grounds of equality and diversity covered by this scheme. These will be rigorously applied.
- The College Code of Conduct covers how we expect our learners to behave with respect to others. It is complemented by the Student Disciplinary Guidance and procedures which explain our approach to dealing with bullying and harassment.

This scheme has been developed in consultation with staff and external stakeholders to ensure that they continue to respond to the concerns of all the people affected.

The College will:

- work to ensure that all aspects of working practices, teaching, learning, information advice and guidance, support, curriculum development and marketing embed the principles of equality and diversity.
- ensure that the principles of equality and diversity will be applied to all aspects of recruitment, professional development and promotion, to ensure that all individuals are encouraged to achieve their full potential. Annual staff development and induction training on all aspects of equality and diversity will continue.

Kingston College will publicise its commitment to equality using the following media:

- The Strategic Plan
- Website
- Prospectus
- Annual Report
- College Charter
- Disability Statement
- Learning Resources Centre – copies of policies and results of monitoring information
- Reports to Governing Body
- Student Handbook/Diary
- Staff Handbook/Diary

Summary results of monitoring information inform the College's Single Equality Scheme Action Plan. This, along with the self-assessment report, is presented on an annual basis to the Governing Body.

### **Learners**

- Student induction programmes will emphasise the College's commitment to the promotion of equality and diversity and the procedures they should follow if they encounter discrimination.
- All student diaries will contain a summary of the Scheme.
- Copies of the Scheme will be available on the College website and Intranet.
- Teachers will reinforce the promotion of equality and diversity during tutorials and in lessons.

### **Work placement providers, partners, contractors, associated employers and other stakeholders**

- All work placement providers, partners and franchises will receive a summary of their responsibilities under the policy and will be required to indicate their commitment, understanding and agreement to them.
- All work placement providers will be offered support, information and advice on equality and diversity issues, as required.

## **Staff**

- All staff will have access to a full copy of this scheme via the College intranet.
- The induction programme for new staff will highlight the College's commitment and procedures in respect of the promotion of equality and diversity.

## **Process**

We will review the structure of the SES annually to ensure it is assisting the College in achieving these diversity and equality aims.

We will work to the guidance of the Commission for Equality and Human Rights established on 1 October 2007.

## **Responsibility for the Single Equality Scheme**

The SES will be managed by the Equality and Community Cohesion Action Research Group, which reports directly to Academic Board.

## **Complaints against the College**

The College aims to have a transparent and responsive complaints procedure for all stakeholders. The following points of contact should be used to raise a complaint with the College in relation to the Diversity and Equality provisions within the SES:

- Staff should contact, in the first instance, their line manager. They should refer to the College Grievance Procedure.
- Students should contact their teacher or course tutor in the first instance to try to resolve their complaint informally. If the complaint is not satisfactorily resolved at that stage, they can begin the formal process as detailed in the College Charter.
- If the complaint is from another source it should be directed to the Director of Quality Improvement and Professional Development.

## **Publication**

The Single Equality Scheme and Disability Statement will be available in an easy read version.

The Single Equality Scheme and the Equality Policy are available on the College website. Hard copy is available in the Learning Resources Centre on the main site.

## Appendix 1

### Equality and Diversity Impact Measures 2008-2011

#### • Staffing Profile

The College has set itself targets\* that will help it to gauge its progress and these are as follows:

Target 1	18% BME staff (equivalent to the proportion of BME learners nationwide)
Target 2	24% BME staff (equivalent to the proportion of BMEs in the local community)

*\*Timescales will depend upon staff turn-over.*

The College currently employs 15% staff from BME backgrounds.

#### • Student Success

The College will continue to improve success, retention and achievement rates among all of its minority groups, setting clear targets for improvement.

Target 1	<p>The College aims to reduce the gap between the College average success rate (71%) for 16-18 learners and the lowest performing ethnic groups. For 2007/2008 the gap is 5% at its lowest. During 2008/2009 we will focus on the success rates of:</p> <ul style="list-style-type: none"><li>• White learners (69%)</li><li>• Black Caribbean (68%)</li><li>• Black Other (66%)</li><li>• Mixed (68%)</li></ul> <p><i>2007/2008 success rates are shown in brackets.</i></p>
Target 2	<p>The College aims to reduce the gap between the College average success rate (74%) for 19+ learners and the lowest performing ethnic groups. For 2007/2008 the gap is 28% at its lowest, however this is for a small cohort of learners (24). During 2008/2009 we will focus on the success rates of:</p> <ul style="list-style-type: none"><li>• Black Caribbean (69%)</li><li>• Black Other (46%)</li></ul> <p><i>2007/2008 success rates are shown in brackets.</i></p>
Target 3	<p>To maintain the gap in success between male and female learners below 5% in both age ranges.</p>